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year. The one on Cincinnati is almost a model in make-up and content. It contains four chapters on history, the one on pioneer life being of great value, and eighteen on such topics as the people of the city, public health, police department, fire prevention and extinction, education, art, music, recreation, and the like. *The New Orleans Book* contains much the same sort of material as that found in *The Citizens' Book*; yet, if one desires a model for working up similar material for his own city, the latter seems more desirable. Both books can be purchased through *The American City*, 87 Nassau Street, New York City.

All the material that has been mentioned in this brief review can be had at small expense, no one item costing much more than one dollar. If a civics teacher desires to reorganize her work and make it fully up to date, she will do well to secure all the material mentioned above, and peruse it with much care. Since the writer has read the whole of practically every book, article and pamphlet mentioned herein, he can speak with considerable confidence as to the value of the contents of each.

The Experimental Determination of Mental Discipline in School Studies.

By HAROLD ORDWAY RUGG, PH.D. Baltimore: Warwick & York.

In this study on the transfer of training from one field to another Dr. Rugg gives experimental proof of such transfer and thus relieves the "dogma of formal discipline" of some of the disfavor into which it has been cast by less exhaustive experimenters. He summarizes all the studies that have been made in this field and, using them as a foundation, builds a new superstructure that is scientific and illuminating. The large number of persons, "the training group," to which he gave the various tests, the elapse of time between the beginning of the experiment and its conclusion, the "control group," for absolute check on the experiment, and the natural conditions under which the various tests were given, all contribute to inspire confidence in the conclusions which the author makes.

No student of education doubts the transfer of training from one field to a closely allied field; neither is there a question regarding the "spread" of training to less closely allied fields having "common elements." Dr. Rugg, however, sets out to discover whether there is a transfer to fields totally different from the one in which the training is given. He has made a real contribution to our educational literature.

The problem to which he addresses himself is threefold: (1) Does improvement in one ability spread to other abilities? (2) If so, how far does it spread? (3) Through what agencies does it spread?

Dr. Rugg's solution of the problem is that while the study was made of visualization in descriptive geometry the ability is transferred to solving problems of a completely non-geometrical nature, that the amount of transfer is dependent upon general scholastic ability to "conceptualize," and that the

agencies of transfer are the building up of "attitudes of orientation," the increased facility in holding and manipulating a large number of visual elements at the same time, and the development of methods of analysis and attack.

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Standards for Measuring Junior High Schools. By ERWIN E. LEWIS.
Iowa City: University of Iowa, 1916. Pp. 30.

The numerous students of educational problems who have found difficulty in ascertaining in the midst of conflicting claims just what is meant by "a junior high school," will discover a very satisfactory treatment of the subject in the bulletin recently prepared by Mr. Lewis. Mr. Lewis has made a careful analysis of the diversified literature which pertains to the junior high school, on the basis of which he describes ten major characteristics or "standards," namely: (1) entrance requirements, (2) classification of pupils, (3) grades included, (4) housing, (5) courses, (6) method of promotion, (7) departmentalized instruction, (8) preparation of teachers, (9) student advisory system, and (10) supervised study.

Each of the foregoing points is further defined from the point of view of a standard junior high school. While many readers will undoubtedly differ from the author as to the points which enter into the measurement of the "standard" junior high school, all will welcome the clarifying effect which Mr. Lewis' treatment of this mooted subject affords. The work is introduced by a historical consideration of the points involved and concluded by a well-selected and annotated bibliography of twenty-one titles.

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Food Study: A Textbook in Home Economics for High Schools. By
MABEL THACHER WELLMAN.

This book seems to have covered the ground pretty thoroughly, and to be a source of reliable information gathered from standard works and authorities. The class experiments are clear and definite, the summary questions and references most comprehensive.

But in an attempt to put the material together for "certain advantages in presentation, as the early introduction of such subjects as meals and serving," a most illogical and confusing plan has been followed. It is quite reasonable to devote the first five chapters to a study of fruits and various methods and principles of preservation, although a general introduction to micro-organisms should precede a specific study of molds, yeasts, and bacteria. The next four lessons, under the heading "Use of Water in Cooking" take up the preparation of *potatoes*, *eggs*, and *cereals*, while later starch and rice are discussed. A much